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# AP<sup>®</sup> Italian Language and Culture

## Sample Student Responses and Scoring Commentary

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#### **Task 3—Conversation**

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### Question 3: Conversation

5 points

**General Scoring Note:** When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> <li>Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task</li> <li>Provides little required information (e.g., responses to questions, statement and support of opinion)</li> <li>Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>Very few vocabulary resources</li> <li>Little or no control of grammar, syntax, and usage</li> <li>Minimal or no attention to register</li> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task</li> <li>Provides some required information (e.g., responses to questions, statement and support of opinion)</li> <li>Partially understandable, with errors that force interpretation and cause confusion for the listener</li> <li>Limited vocabulary and idiomatic language</li> <li>Limited control of grammar, syntax, and usage</li> <li>Use of register is generally inappropriate for the conversation</li> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task</li> <li>Provides most required information (e.g., responses to questions, statement and support of opinion)</li> <li>Generally understandable, with errors that may impede comprehensibility</li> <li>Appropriate but basic vocabulary and idiomatic language</li> <li>Some control of grammar, syntax, and usage</li> <li>Use of register may be inappropriate for the conversation with several shifts</li> <li>Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is generally appropriate within the context of the task</li> <li>Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration</li> <li>Fully understandable, with some errors that do not impede comprehensibility</li> <li>Varied and generally appropriate vocabulary and idiomatic language</li> <li>General control of grammar, syntax, and usage</li> <li>Generally consistent use of register appropriate for the conversation, except for occasional shifts</li> <li>Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is clearly appropriate within the context of the task</li> <li>Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration</li> <li>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>Varied and appropriate vocabulary and idiomatic language</li> <li>Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>Mostly consistent use of register appropriate for the conversation</li> <li>Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>Clarification or self-correction (if present) improves comprehensibility</li> </ul> <p><b>Scoring note:</b> A response that meets the majority of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.</p>

**Score of 0: UNACCEPTABLE**

- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- *“I don’t know,” “I don’t understand,”* or equivalent in any language
- Clearly responds to the prompts in English

**NR: no response although recording equipment is functioning**

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### Question 3

**Note:** Students’ responses are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students’ speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

#### Overview

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

#### Sample: 3A

**Score: 5**

#### Transcript of Student’s Response(s)

1. *Per . . . ciao Francesco, sono felice che sei qui. Per incontrare le persone della nostra età, pos . . . puoi andare a una scuola o un posto di noi andiamo come la spiaggia o una cosa come che.*
2. *Nella nostra città tipicamente noi guidiamo nella . . . nelle macchine ma anche puoi prendere un autobus o andare in bici o anche camminare ma l . . . i posti sono troppo lontani per camminare più spesso.*
3. *Sì, le ristoranti in questa zona sono benissimo ma mi piace mangiare il cibo italiano ma non è troppo autentico allora se di . . . se tu sei di Italia, Italia non ti piace molto probabilmente.*
4. *Questo weekend sarebbe molto bene se noi andiamo alla spiaggia o andare a un posto fuori perché la . . . il tempo atmosferico sarà molto bello, sarà molto divertente.*
5. *Sì, entrambe sono bene idea. Forse possiamo pren . . . andare alla cinema e dopo fare un gelato. Grazie per l’idea e a presto. Ciao Francesco!*

#### Commentary

This response demonstrates a strong performance in Interpersonal Speaking. For each prompt, the response gives clearly appropriate answers, providing all required information with detail and elaboration. In the first turn, the response offers a suggestion of where young people can meet and elaborates, providing an example of a possible activity (“*puoi andare a una scuola o un posto di noi andiamo come la spiaggia*”). In the second turn, the response answers Francesco’s explicit question in detail by mentioning a series of modes of transportation and then takes up the reference to walking, explaining that it is not a good option. In turn three, a very general suggestion on where to eat is given (“*le ristoranti in questa zona sono benissimo*”), but this is reinforced by a lengthy aside in which the student first mentions a personal preference for the Italian cuisine that is available, then elaborates further – adding cultural knowledge in reference to the eating habits of Italians and Americans – with a caveat that takes Francesco’s background into account (“*mi piace mangiare il cibo italiano ma non è troppo autentico allora se di . . . se tu sei di Italia, Italia non ti piace molto probabilmente.*”). Turn four provides a detailed response about weekend activities, elaborating to say that the weather will be nice and therefore it will be a fun time. Prompt five provides an appropriate response to Francesco’s question by stating that both suggested activities are acceptable. In terms of language use, the response is fully understandable despite minor, occasional errors (“*puoi andare a una scuola o un posto di noi andiamo come la spiaggia*”; “*le ristoranti in questa zona sono benissimo ma mi piace mangiare il cibo italiano*”). Holistically, this response earned a score of 5.

### Question 3 (continued)

#### Sample: 3B

Score: 3

#### Transcript of Student's Response(s)

1. *Ah sì ciao uh per le . . le . . i . . le gente di . . della zona e ho frequetentato e visitare durante il uh . . la pomeriggio o . . perché le, le gent*
2. *Uh per la, la questa zona è comiune per uh vitere l'autobus uh perché è molto conviniente e . . la . . non è . . è molto con . . econ . . economico e perché*
3. *Uh per questa zona, eh se fossi in te c'è un uh ristorante buona, a a vicina del uh . . della . . mia casa, e . . cuisina di italiane . . e ehm . . son*
4. *Per la weekend eh . . or s . . per me spesso . . fare una passeggiata nella . . montagn . . nella montagna è molto rilassante e tranquillo, è un molto buon metodo per*
5. *Uh per mi, è preferito il la cinema perché . . uh nella mia opinione uh . . i . . i film . . uh sono più interessante e con i giov . . con gli amici è molto divertente e con*

#### Commentary

This response demonstrates a fair performance in Interpersonal Speaking. For each prompt, the response provides a series of answers that is somewhat appropriate within the context of the task. The first turn is generally understandable, although the response contains a series of unrelated words and utterances (“*uh per le . . le . . i*”; “*durante il uh . . la*”). In the remaining turns, most of the required information is provided, with occasional attempts at elaboration. In turn two, for example, the response states that it’s common to take the bus, adding that it is economical and convenient; however, limited vocabulary and grammar resources render part of the response difficult to comprehend (“*la questa zona è comiune per uh vitere l'autobus*”). In turn three, a good restaurant with Italian food is mentioned, however the lack of vocabulary resources limits the effectiveness of the answer (“*ristorante buona, a a vicina del uh . . della . . mia casa, e . . cuisina di italiane*”). The response to turn four, while providing most required information, similarly supports a rating of fair because of grammatical errors that impede comprehensibility (“*or s . . per me spesso . . fare una passeggiata nella . . montagn . . nella montagna è molto rilassante e tranquillo*”). The response in prompt five mentions that watching films with friends is fun and entertaining, however, the hesitancy and lack of elaboration render the response difficult to follow (“*nella mia opinione uh . . i . . i film . . uh sono più interessante e con i giov*”). Vocabulary is appropriate but basic throughout (“*l'autobus*”; “*economico*”; “*passeggiata*”; “*interessante*”), including some idiomatic language that is used successfully (“*nella mia opinione*”; “*fare una passeggiata*”). Errors in grammar and pronunciation impeded the comprehensibility of individual phrases (“*ho frequetentato e visitare durante il uh . . la pomeriggio o . . perché le, le gent*”; “*cuisina di italiane . . e ehm . . son*”). Considered holistically, however, the response was generally comprehensible and maintained the exchange with the interlocutor. It therefore earned a score of 3.

### Question 3 (continued)

**Sample: 3C**

**Score: 2**

#### Transcript of Student's Response(s)

1. *Uhm . . ora mi piace andare . . uh forse . . uh mie . . uh alla casa di mie cugini. Uh mi piace giocare a videogiochi con lei*
2. *Ehm penso che un autobus è meglio perché . . se . . uhm aniamo a fare piedi quindi . . uhm più tempo . . uhm passerò . . uh sì*
3. *Mm . . o mi piace la pizza quindi . . uhm penso che . . uhm . . abbiamo a . . Dominos perché uh la pizza . . uh . . è bellissima.*
4. *Per il weekend uh laverò alla Stop and Shop ma . . quando non lavorò uhm ho il compito a schoola ma in il mio tempo libero mi piace giocare i videogiochi.*
5. *Mm preferisiamo anche miei amici gelato uhm . . perché è un cibo . . che tutti uhm e piace uh ciao.*

#### Commentary

This response demonstrates a weak performance in Interpersonal Speaking. The response provides a series of answers to the interlocutor that only partially maintain a meaningful exchange. In the first prompt, the response shares activities that the speaker does, like visiting a cousin's house or playing videogames, though it does not offer suggestions to the interlocutor. This is at best an indirect answer to the interlocutor Francesco, who had asked where he might be able to meet young people his age. In the second prompt, the response suggests that the best means of travel is by bus or on foot, though limited grammar and vocabulary resources force interpretation (“*se . . uhm aniamo a fare piedi quindi . . uhm più tempo . . uhm passerò*”). Prompt three indirectly offers advice on what to eat by minimally elaborating (“*perché uh la pizza . . uh . . è bellissima*”). Again, limited control of grammar may cause confusion for the listener. Prompt four demonstrates a misinterpretation of the question and goes off topic by listing routine everyday activities (“*Per il weekend uh laverò alla Stop and Shop*”; “*quando non lavorò uhm ho il compito*”). While prompt five ends with an appropriate informal greeting and shows some understanding of the question by mentioning a preference for *gelato*, limited vocabulary and grammar resources force interpretation (“*preferisiamo anche miei amici gelato*”; “*che tutti uhm e piace*”). On the whole, the response partially maintains the exchange despite the limited control of grammar and vocabulary. Holistically this response earned a score of 2.